

School Heads' Leadership Styles Vis-À-Vis Organizational Culture and Teachers' Job Satisfaction: Basis for Contingent Leadership Plan

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Abstract

This research aimed to investigate the effects of various leadership styles among school heads on school culture and teachers' job satisfaction in public schools in the City of Meycauayan for the School Year 2024-2025. Furthermore, the study sought to develop a contingent leadership plan tailored for school heads to improve educational outcomes. Three adapted modified instruments used in the research were the Path-Goal Leadership Questionnaire (PGLQ), the Organizational/School Culture Assessment Questionnaire (QCAQ), and the Mohman-Cooke-Mohman Job Satisfaction Scale (MCMJSS). The instruments were used to measure school heads' leadership styles and their effects on organizational culture and teachers' job satisfaction. The theoretical framework adopted was Northouse's (2016) Path-Goal Theory. The study found that the styles of leadership of school heads, such as directive, participative, supportive, and goal-oriented, were positively correlated to the intensity of organizational culture and job satisfaction of teachers. More specifically, the regression analysis indicated that school heads' leadership styles significantly influence organizational culture. Achievement-oriented leadership was especially significant. The findings indicate that reinforcing school heads' leadership skills through a contingent leadership plan could have a major positive impact on organizational culture and teacher job satisfaction. This is in line with the Path-Goal Theory, which focuses on the leadership function of achieving organizational results by matching leadership styles to employees' needs and the work environment.

Keywords: *Leadership style, organizational culture, job satisfaction, contingent leadership plan, path-goal theory*

Introduction

The quality and direction of a school come down to the leadership, the headteacher. Leadership is no longer just a title; it's now part of an organization's strategy, influencing culture and directly affecting how teachers and students work and feel. Recent revisions to the Philippine educational terrain, along with the rollout of the new Kindergarten to Grade 10 program, also known as the MATATAG K to 10 Curriculum, reaffirmed the flexible and holistic mode of school headship. The reforms represent not only pedagogical change but also require that school leaders respond to new demands and lead to a transformation within their schools.

During these changes, the leadership had an even more crucial part to play. Path-Goal Theory of Leadership emphasizes the importance of adapting leadership behavior to followers' needs and the characteristics of the work environment (Northouse, 2021). School climate, as well as the style of headship, plays an important role in shaping school culture and teachers' job satisfaction. Research has shown that principals who provide clear communication of expectations, are emotionally supportive, and engage in participatory decision-making establish a positive school culture characterized by collaboration, respect, and a sense of shared purpose (Fullan, 2023).

Thus, the present study is predicated on the assumption that developing a school culture in which teachers' job satisfaction forms or diminishes depends on leadership style. This study places Path-Goal leadership at the intersection of culture and satisfaction by examining how variations in the four leadership behaviors affect the organizational culture of public schools in the Division City of Meycauayan and how these cultural indicators, in turn, influence teachers' perceptions of job satisfaction.

However, this research points to a gap in integration and how the school leaders' leadership styles impact school culture and teachers' job satisfaction in the City of Meycauayan. The purpose of this research is to contribute to the body of research on school heads' leadership styles and how these affect school culture and teachers' job satisfaction. Thus, a program to improve supervision will be proposed for school heads in public schools in the City of Meycauayan, for School Year 2024-2025.

Methodology

The researcher utilized a quantitative, descriptive correlational design to obtain the results of this study. Descriptive Correlational Design is a research design in which the relationship between two or more variables is examined, but cause-and-effect claims are not made. It entails gathering and examining data on at least two variables to determine whether a relationship exists between them.

Specifically, the study aimed to determine the effects of school heads' leadership styles on school culture and teachers' job satisfaction. The researcher of this study validated and confirmed the quantitative results on the effects of school heads' leadership styles on school culture and teachers' job satisfaction, to deepen understanding of teachers' needs and inform the development of a sustainable contingent leadership plan to enhance leadership practices in public schools.

Strategic selection was made to maximize the information specific to the research questions, which is one of the strengths of this research design. Emphasis was placed not only on understanding the effects of school heads' leadership styles on school culture and teachers' job satisfaction, but also on the factors influencing these variables, the issues and challenges involved, and the plans needed to further enhance these elements.

By using a descriptive correlational research design to examine teachers' work satisfaction, this study enabled the researcher to gain deeper knowledge and appreciation of teachers' needs, which helped develop a responsive contingent leadership plan.

The required sample size for this study was 411 respondents drawn from the total population of teachers in the Schools Division of the City of Meycauayan. Due to minor constraints, including limited availability and scheduling conflicts, the researcher collected responses from 394 teachers, yielding a 95.87% response rate. Although the final sample did not meet the initial target size, it remains sufficiently representative and adequate for rigorous analysis, avoiding both unnecessary excess and ethical issues associated with under- or oversampling (Andrade, 2020).

The study's respondents were secondary teachers (as shown in Table 1) who were regular, currently employed, and designated by the City Schools Division of Meycauayan for the School Year 2024-2025.

In selecting the teacher-respondents, the researcher included all teachers who met specific criteria to ensure relevance and reliability, using a universal sampling technique. They must be public school heads or teachers holding permanent positions within the Department of Education. The teachers must have permanent regular positions and manage classes with an adequate number of students, specifically between 35 and 40 students per class. Moreover, their performance rating for the school year 2023-2024 should be at least Very Satisfactory. These criteria ensure that the respondents have substantial experience and demonstrate a high level of competence in their roles.

Table 1

Respondents of the Study (Secondary Teachers)

City Schools Division of Meycauayan Teachers for the School Year 2024-2025

Secondary Schools	Target Number of Respondents	Actual Number of Respondents
School 1	192	178
School 2	28	28
School 3	3	3
School 4	11	11
School 5	31	31
School 6	7	7
School 7	58	58
School 8	18	18
School 9	27	27
School 10	27	24
School 11	9	9
Total	411	394

For confidentiality, the researcher used codes instead of the names of the schools in the City Schools Division of Meycauayan.

Results And Discussion

1. Demographic Profile of the Respondents

The diversity of the teachers involved in this study can be described by gender, age, position, years of service, and school. Table 2 presents the distribution of teachers of the Division of City of Meycauayan in terms of gender, age, position, and years of service.

Table 2

Frequency and Percentage Distribution of the Respondents by Demographic Profile

1. Demographic Profile	f	%
1.1 Gender		
Female	267	67.8
Male	127	32.2
Total	394	100
Mean Value	197	50
1.2 Age		
56 - 65	16	4.1
46 - 55	69	17.5
36 - 45	128	32.5
26 - 35	150	38.1

25 and below	31	7.9
Total	394	100
Mean Value	78.80	20.02
1.3 Position		
Assistant School Principal I	1	0.3
Assistant School Principal II	1	0.3
Head Teacher I	1	0.3
Head Teacher III	1	0.3
Head Teacher V	1	0.3
Head Teacher VI	1	0.3
Master Teacher I	33	8.4
Master Teacher II	6	1.5
Teacher I	183	46.4
Teacher II	83	21.1
Teacher III	83	21.1
Total	394	100
Mean Value	35.82	9.12
1.4 Years of Service		
21 years & above	39	9.9
16 - 20 years	39	9.9
11 - 15 years	125	31.7
6 - 10 years	100	25.4
0 - 5 years	91	23.1
Total	394	100
Mean Value	78.80	20

The participants in this research were 394 public school teachers from the Division of City of Meycauayan. Their characteristics were categorized based on gender, age, current position, and years of service. 267 (67.8%) of the total respondents were females, and 127 (32.2%) were males. It is evident from this that the division's teaching profession is predominantly female, with female teachers accounting for 35.6% of the workforce, compared to 24.4% for males. The result confirms national and global findings that teaching is a feminized profession. For example, the World Bank (2022) presented that 87.85% of female teachers work at the primary school level in the Philippines, while Zamora and Cruz (2024) also indicated that eight of every ten public school teachers are women.

Casingal (2017) also points out that the gender imbalance is entrenched in the Philippine education system, with women making up most of the teacher force but less in important administrative roles.

2. Level of Effectiveness of School heads' leadership styles is described in terms of:

The research findings indicate that the leader sets high standards for followers, expects the best performance, and has faith in their ability to meet those standards. Achievement-oriented leadership is concerned with a leader who sets challenging standards and expects high performance from the subordinates, as researched by Shulhan (2018).

Table 3

Summary Table of the School Heads' Leadership Styles

School Heads' Leadership Styles	Average Mean	SD	Interpretation
Directive Leadership Style	4.19	.485	Effective
Supportive Leadership Style	3.76	.710	Moderately Effective
Participative Leadership Style	3.97	.693	Effective
Achievement-Oriented Leadership Style	3.99	.580	Effective
Grand Mean	3.98	.617	Effective

Note: *SD* – Standard Deviation; *Descriptive Interpretation*; *Highly Effective*; *Effective*; *Moderately Effective*; *Less Effective*; *Ineffective*

According to the results, the Directive Leadership Style received the highest mean rating ($M = 4.19$, $SD = .485$), with people agreeing that it is prevalent in their schools. This indicates that school administrators tend to give precise instructions, establish clear expectations, and implement strict policies to guide teachers in their work. At the same time, the Achievement-Oriented Leadership Style ($M = 3.99$, $SD = .580$) and Participative Leadership Style ($M = 3.97$, $SD = .693$) were also strongly endorsed, with teachers concurring that they were implemented. This suggests that school heads promote high performance, establish challenging objectives, and engage teachers in decision-making. These practices could increase teachers' sense of purpose and motivation, leading to a more engaged and collaborative school climate. The lowest mean rating was obtained for the Supportive Leadership Style ($M = 3.76$, $SD = .710$), but this remained within the "somewhat effective" interpretation. This is a positive sign that, even though some of the principals were supportive and cared about their teachers, there is still room for improvement in creating a more caring and accommodating school culture.

3. The level of Effectiveness of Organizational Culture be described in terms of:

Table 4

Summary Table of the Respondents in the Organizational Culture

Organizational Culture	Average Mean	SD	Interpretation
Managing Change	4.11	.587	Effective
Achieving Goals	4.00	.582	Effective
Coordinating Teamwork	4.01	.607	Effective

Building a Strong School Culture	4.02	.620	Effective
Customer Orientation	4.11	.574	Effective
Grand Mean	4.05	0.594	Effective

SD – Standard Deviation; Descriptive Interpretation; Highly Effective; Effective; Moderately Effective; Less Effective; Ineffective

The findings indicate that the leadership styles of school heads are significant in developing a positive school culture, as evidenced by high mean scores (4.00 to 4.11) across different areas. Managing change (M=4.11; SD=.587), achieving goals (M=4.00; SD=.582), coordinating teamwork (M=4.01; SD=.607), building a strong culture (M=4.02; SD=.620), and customer focus (M=4.11; SD=.574) all help create a dynamic and supportive climate. These leadership characteristics build a growth-oriented, collaborative, and purpose-driven culture, which in turn directly impacts teachers' job satisfaction. Effective leaders build a school culture that enhances teachers' professional and personal well-being, increases their sense of belonging, accomplishment, and job satisfaction, and ultimately translates into better educational outcomes.

4. The level of Teachers' job satisfaction can be described in terms of:

Table 4

Summary of the Weighted Mean Rating of the Respondents in the Teachers' Job Satisfaction

Teachers' Job Satisfaction	Mean	SD	Interpretation
Intrinsic Satisfaction	4.26	.583	Satisfied
Extrinsic Satisfaction	4.22	.617	Satisfied
Grand Mean	4.24	0.600	Satisfied

SD – Standard Deviation; Descriptive Interpretation; Very Satisfied; Satisfied; Neutral; Dissatisfied; Very Dissatisfied

Job Satisfaction for teachers: The statistics on the job satisfaction rate of teachers indicate that participants have a relatively high level of job satisfaction with respect to intrinsic and extrinsic factors. The highest mean was for the Intrinsic Satisfaction dimension, which obtained a score of 4.26 with a standard deviation of 0.583 (Satisfied).

5. Effects of School Heads' leadership styles on organizational culture

Table 5

Regression Analysis of the School Heads' Leadership Styles on School Culture

Regression Analysis

Independent Variable	Beta	t	Sig. t
Directive Leadership	-0.083	-1.143	0.254
Supportive Leadership	0.158	1.834	0.067
Participative Leadership	0.063	0.763	0.446

Achievement Oriented
Leadership

0.429

5.378

<0.001

r=0.548a**R-squared=0.301****F-value = 41.804****p-value = 0.001****alpha = 0.05**

The findings show that fostering an achievement-oriented leadership style is most significant in building school culture in the Division of City of Meycauayan. While supportive behaviors come close to significance and likely remain of practical utility, directive and participative styles alone do not build culture in the presence of other variables.

6. Effects of School heads' leadership styles on teachers' job satisfaction

Table 6

School Heads' Leadership Styles on Teachers' Job Satisfaction

Regression Analysis

Independent Variable	Beta	t	Sig. t
Directive Leadership	0.219	3.124	0.002
Supportive Leadership	-0.137	-1.652	0.099
Participative Leadership	0.147	1.835	0.067
Achievement Oriented Leadership	0.393	5.390	<0.001

r=0.598a**R-squared=0.346****F-value = 51.550****p-value = 0.001****alpha = 0.05**

The findings of this regression model underscore the importance of achievement and direct leadership styles in enhancing job satisfaction among teachers in the Division of City of Meycauayan. The results suggest that types of school leadership opportunities for teachers to excel, clear expectations being conveyed and promoting high levels of performance significantly lead to a satisfying work life for teachers. Supportive and participative styles have their role in the practice of course, but they were not statistically significant predictors for job satisfaction in

the present study. If this is the case, the leadership development programs for school heads should therefore emphasize achievement-motivation and directive competencies to enhance teacher job-satisfaction and teacher involvement in the teaching/learning process.

The Proposed Contingent Leadership Plan for School Heads

Table 7

Proposed Contingent Leadership Plan for School Heads for the Division of City of Meycauayan

Key Result Area (KRA)	Goals/ Objectives	Activities/ Strategies	Persons Involved	Timeframe	Source of Funds
Clarity of Expectations and Communication	Ensure clear, consistent communication of job expectations to teachers	- Develop and disseminate a standard job description and duties checklist - Conduct regular orientation and briefing sessions	School Head, Department Heads, Teachers	Quarterly	School Maintenance and Other Operating Expenses, Local School Board (LSB)
Teacher Involvement in Decision-Making	Promote participatory leadership and collaboration in school planning	- Organize monthly consultative meetings - Create teacher advisory committees	School Head, Teachers, SGC, PTAs	Monthly	School Maintenance and Other Operating Expenses
Supportive Work Environment	Foster a positive and respectful school culture	- Conduct team building and wellness activities - Establish conflict resolution protocols	School Head, Guidance Counselor, Teachers	Bi-annually	School Maintenance and Other Operating Expenses, Partnership with NGOs
Professional Growth and Improvement	Encourage continuous improvement and skills upgrading	- Provide in-service training and learning action cells (LACs) - Conduct peer mentoring and	School Head, Master Teachers, Division EPS	Every quarter	HRD Fund, NEAP, School Maintenance and Other Operating Expenses

		coaching programs			
Emotional Intelligence and Sensitivity	Improve school heads' emotional sensitivity and interpersonal skills	- Facilitate EQ and leadership training for school heads - Implement feedback mechanisms from teachers	Division Office, School Heads, External Resource Speakers	Annually	Division INSET Fund, DepEd CO/RO Grants
Confidence and Trust in Teachers	Build a culture of trust and empowerment	- Recognize and celebrate teacher achievements - Delegate leadership roles and classroom innovations	School Head, Department Heads	Monthly and as needed	MOOE, Brigada Eskwela Sponsors

For the school heads of the Schools Division of the City of Meycauayan, the quantitative results derived from the study, which focused on leadership behavior, culture management, and teacher satisfaction, were translated into six strategic Key Result Areas (KRAs) representing their outcome. Dissemination of standardized job-description checklists and orientation briefings will be necessary on a quarterly basis, funded out of regular MOOE and Local School Board funds, and will promote shared leadership, with considerable leadership in monthly consultative meetings and teacher-established advisory committees, so that decisions on instructional priorities and resource deployment reflect the day-to-day realities of classrooms. The Supportive Work-Environment KRA schedules biannual team building, health, and peace-building activities with non-governmental organizations, while Professional Growth and Development attains results-based leadership through quarterly in-service training, Learning Action Cells, and peer mentoring, with HRD and NEAP wage subsidies. Enacted on a staggered schedule and using a combination of local, national, and partnership funds, this coordinated plan ensures that school principals exhibit adaptive leadership styles, particularly achievement-focused strategies, while limiting over-directive practices to the greatest extent possible, thereby creating a responsive, collaborative, and high-performing school culture.

CONCLUSIONS and RECOMMENDATIONS

Considering the findings generated from the study, the following conclusions were drawn:

1. School heads under the Division of City of Meycauayan expressed themselves as effective leaders, a directive one and an achievement-oriented one. Still, supportive leadership isn't the highest priority, a call to school heads to provide emotional support and care for teacher well-being.

2. The study concludes that the teacher respondents of the Division of City of Meycauayan are highly positive in perception as to school culture. Overall, the organizational climate was perceived as highly effective in fostering a positive teaching and learning environment.

3. The study concludes that teachers in the Division of the City of Meycauayan experience a high level of job satisfaction, with internal satisfaction being the major influencing factor. As a result, this positive job satisfaction will likely improve teachers' performance, commitment, and overall positive attitude towards their work, ultimately contributing to educational achievements in the division.

4. The research findings show a strong positive effect between school heads' leadership styles and the culture of the school in the Division of City of Meycauayan. Globally, the results point to leadership style as a major predictor of school culture and achievement-focused leadership.

5. The results of the study reveal that there exists a significant and positive relationship between the leadership styles of school heads and job satisfaction among teachers in the Division of City of Meycauayan. The findings highlight the importance of providing leadership experiences that inspire, direct, and prompt teachers to question, as professionals are more likely to develop their own on-the-job learning and professional efficacy.

Recommendations

The following are the recommendations of the researcher after a comprehensive study of the findings and conclusions of the investigation:

1. The school leader training programs should be organized to accommodate teachers with varied levels of experience and responsibilities and focus on developing future school heads capable of addressing diverse needs within the school community.

2. That the School heads are encouraged to undergo training in supportive leadership. This could take place during the End of School Year (EOSY), with a guest speaker from outside the school. Funding may come from the MOOE, and the goal is to create a personalized productivity plan that outlines how each person can use participative leadership within their assigned sphere of influence.

3. That the policy Makers of the Department of Education may take into consideration the review of existing policies and practices that could help teachers enhance their job satisfaction and the school culture. Existing policies regarding educators' workloads are strongly recommended for revision.

4. That the results of this study should be shared with the Policy Makers of the Department of Education so that they can integrate the leadership development program developed from this study into their in-service training (INSET) and school learning action cell (SLAC) and program for school heads to enhance teachers' comprehension of the significance of cooperation and collaboration.

5. School administrators in the Division of City of Meycauayan must give top priority to achievement-oriented leadership by establishing high expectations and encouraging excellence to enhance school culture and build collaborative learning environments. In addition, they must continue to cultivate caring leadership behaviors to meet teachers' needs and improve the overall school climate.

6. Future studies can examine the same problem at a larger scale by including other key stakeholders such as DepEd top management, students, and parents, with the addition of other variables such as student scholarship, teacher retention, and organizational commitment. It is also suggested that the envisioned Contingent Leadership Plan developed in this research be implemented and tested on a pilot scale in schools within the Division of the City of Meycauayan to determine whether it effectively improves leadership practices, enhances school culture, and increases teacher job satisfaction.

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